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ABSTRACT

This report describes the activities of a task force composed of classroom teachers and media professionals which was created to develop an information skills curriculum for the Holt (Michigan) Public Schools. Introductory materials include brief descriptions of the school system, library/media personnel, and the curriculum process, as well as a discussion of the Information Skills Task Force, including its rationale, membership, and function, together with its statement of goals for the teaching of information skills. Curriculum objectives for middle (grades 6-7), junior high (grades 8-9), and senior high (grades 10-12) school levels are then presented under three subheadings: orientation, reading, and research. The implementation plan is explained in the context of plans for integrating information skills into the curriculum; for increasing awareness of the curriculum among teaching staff and at the district, public, and professional levels; and for developing a similar curriculum for special education students in K-5. Two final sections present recommendations for human and financial resources and a brief statement on program evaluation procedures. The appendix contains a schematic diagram of the curriculum structure and a table depicting the Holt Public School curriculum review cycle. (25 references) (CGD)

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INFORMATION SKILLS AT HOLT PUBLIC SCHOOLS: POWER IN PRACTICE

(GRADES 6-12)

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I. INTRODUCTION

HOLT PUBLIC SCHOOLS

Holt Public Schools are located in Holt, Michigan, a predominantly residential community south of Lansing. The district also includes the small community of Dimondale. It is a small Class A district with five elementary buildings (K-5), a middle school (6-7), a junior high (8-9) and a senior high (10-12).

LIBRARY/MEDIA PERSONNEL

The Library/Media personnel includes a staff comprised of: half-time clerks at the elementary level; a full-time professional in each of the other buildings (middle school, junior high and senior high); one full-time clerk at the senior high. The Media Services office is staffed by a full-time clerk who orders and processes all materials.

CURRICULUM PROCESS

A particular strength of Holt Schools is its curriculum process. Every curriculum area (including Library/Media and Guidance) follows a six-year cycle. The cycle includes a year each for research, review and planning and three years for implementation. (See appendix, page 25)

The curriculum structure is comprised of three levels - the building level, the strand level which allows for vertical subject area consideration and a Curriculum Council. (See appendix, page 24). Any curriculum change, plan or other major decision must be approved, in order, by each level.

II. INFORMATION SKILLS TASK FORCE

RATIONALE

As the Library/Media department entered the planning phase of the curriculum cycle, a dilemma inherent in the instruction of Information Skills arose. Research indicated that these skills are taught effectively only when they are taught in conjunction with a classroom learning experience - integrated with, not simply related to the activity, and once taught, these skills needed to be reinforced frequently. Trotting the English-students in once each fall to perform a variety of contrived exercises on card catalog, Readers' Guide, reference books, etc., does not constitute effective instruction. However, successfully integrating skills requires that the Library/Media professional has the opportunity to work with students in an instructional setting. It seemed that more opportunities would exist if classroom teachers had a chance to help create the Information Skills curriculum. A way to do this was to form a Task Force made up of classroom teachers and Library/Media professionals.

MEMBERSHIP

It was desirable to have representation from a variety of grade levels (5-12) as well as a variety of subjects. It was also believed that this Task Force would be most valid if members included instructional staff members who traditionally made little use of Library/Media Services as well as those who used them often. The resulting Task Force was comprised of twelve members, three instructional staff members and the Library/Media professional from each of the three buildings.

FUNCTION

Prior to a meeting of the entire Task Force, the Library/Media professionals conducted an extensive review of current research and

examined the existing curriculum. Results of the research were included in a packet for each Task Force member. A rough draft of a goals statement and curriculum objectives reflecting research findings was prepared by Library/Media professionals and was also included in the packet. The objectives were written to insure logical sequence and progression in Information Skills instruction.

At the initial meeting of the entire Task Force there were three major tasks: to review the current Information Skills program, to discuss and revise the information provided in the packet and to begin to outline ways of effectively implementing the curriculum.

Task Force meetings were scheduled monthly throughout the year. Often these were held at the building level and work continued on finalizing the objectives and goals statement. Once these were established in their final form, they were approved by the building, strand and council.

Then Task Force members began to take a look at the most appropriate method for integration of these skills objectives. This lead to a new phase for the task force. Now, other instructional staff had a chance to participate. Library/Media professionals met with members of departments initially targeted for Information Skills integration to plan units of instruction. Concrete examples of progress at this point include:

- a revised sophomore English research process which incorporated many of the new objectives
- initial plans for a Junior level U.S. History unit (which was not already in existence) as well as a revision of U.S. History article analysis to bring the assignment more in line with the new Information Skills objectives
- revision of eighth grade business block careers research unit
- piloting of eighth grade ecology research activity on environmental problems
- initial plans for eighth grade history activities
- instruction in use of National Geographic Index (6th grade) and Children's Magazine Guide (7th grade) to fulfill Social Studies assignments

- use of reference materials in 7th grade for surveys of foreign countries
- using library sources to complete an astronomical chart in the 6th grade

After this phase, the function of the Task Force again shifted. Holt Schools curriculum procedures require the formation of a plan for implementation. Original Task Force members met again both at the building level and later as a whole to design the various components of this plan. The results were taken through the approval stages as required by the district curriculum process. The process allowed for discussion and questions at all levels prior to a final vote. As a result, the support was unanimous.

III. GOALS STATEMENT

The flood of information and technology is so complex and subject to change that knowledge of specific skills is vital to its retrieval and effective use. These should go beyond the accessing of information to include the critical thinking skills that involve its processing and communicating.

Information skills require continual reinforcement and relevant use in all content areas and at all levels. Current research shows that they should be taught throughout the curriculum and in conjunction with specific assignments. Continual practice of these skills makes it possible for all students and teachers to achieve content-related goals and pursue individual interests. The skills, when introduced, reinforced and used fully, will create students who are independent, life-long learners and responsible community members.

The teaching of the skills is the joint responsibility of the classroom teacher and the school library personnel. The success of the endeavor depends largely upon strong commitment from both administration and staff.

IV. CURRICULUM OBJECTIVES

MIDDLE SCHOOL OBJECTIVES (GRADES 6-7)

After instruction/demonstration by classroom teacher and/or the media specialist, and as measured by observation/demonstration:

ORIENTATION

1. Students will identify and demonstrate behaviors which insure that library facilities and materials will be used most effectively by all.
2. Students will use correct pass procedure.
3. Students will locate and identify the following areas of the Middle School Library:
 - a. atlas stand
 - b. AV area
 - c. biographies
 - d. book return
 - e. card catalog
 - f. circulation desk
 - g. fiction shelving
 - h. globe
 - i. non-fiction shelving
 - j. paperbacks
 - k. periodicals
 - l. reference collection
 - m. story collection
 - n. unabridged dictionary
 - o. others pertinent to library operations.
4. Students will check out library materials correctly.
5. Students will use a record player, cassette player, filmstrip viewer, sound filmstrip viewer, and computer for leisure viewing and listening.

READING

1. Students will understand that reading is a valid choice to fill leisure time.
2. Students will understand that reading, either fiction or non-fiction can provide insight into personal problems and enhance self-growth.
3. Students will recognize, locate, use and indicate a preference for particular types of literature, such as:
 - a. realistic fiction
 - b. mystery
 - c. science fiction
 - d. fantasy
 - e. historical fiction
 - f. myth/folklore
 - g. short story
 - h. poetry
 - i. biography
 - j. news story
 - k. editorial
4. Students will view the school and public library as a source for personal reading.
5. Students will select and use current periodicals for leisure reading.
6. Students will compare print and non-print presentations of fictional materials.

RESEARCH

1. Students will view both the school library and public library as a source of information.

2. Students will understand and use information sources in a library.
 - A. Students will locate, compare and evaluate information in specific reference materials such as:
 - a. general encyclopedias
 - b. special encyclopedias
 - c. dictionaries
 - d. almanacs
 - e. thesauri
 - f. atlases
 - g. data bases (in-house)
 - B. Students will select and read current periodicals (magazines and newspapers) as sources of factual information.
 - C. Students will recognize the advantages of using citations in National Geographic Index and Children's Magazine Guide to select appropriate articles.
 - D. Students will locate at least one magazine article using National Geographic Index and Children's Magazine Guide and use that article to fulfill a specific class assignment.
 - E. Students will be able to use the card catalog (or other available bibliographic data bases) to select and locate specific material for a classroom assignment or for pleasure.
 - F. Students will be able to use bibliographic information (title and copyright) on a catalog card or on original materials, to evaluate materials for relevancy and currentness to determine the best source for their needs.
 - G. Students will use and evaluate non-print materials as sources of factual information, comparing them to print materials.
3. Students will select proper key words in a reference question or on a research topic.

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4. Students will narrow/broaden a topic to formulate a thesis (topic) statement.
5. Students will develop questions to guide their research.
6. Students will be able to choose the most appropriate sources such as:
 - a. books
 - b. periodical articles
 - c. reference books
 - d. data bases
 - e. AV materials.
7. Students will identify main idea and supporting details in map or outline form from a variety of sources.
8. Students will prepare a bibliography using a modified or standard format.
9. Students will understand the concepts of copyright and plagiarism and will demonstrate respect for ownership.
- 10.* Students will be introduced to AV production skills, such as the opaque projector, video camera or visual maker.

*designates a skill that may be taught to individual students, small groups or classes only.

JUNIOR HIGH SCHOOL OBJECTIVES (GRADES 8-9)

After instruction/demonstration by classroom teacher and/or the media specialist, and as measured by observation/demonstration:

ORIENTATION

1. Students will identify and demonstrate behaviors which insure that library facilities and materials will be used most effectively by all.
2. Students will use correct pass procedure.
3. Students will identify and locate the following areas of the Junior High School Library:
 - a. book return
 - b. reference area
 - c. periodicals (current and back issues)
 - d. AV (storage and usage)
 - e. fiction/story collection shelving
 - f. paperbacks
 - g. non-fiction shelving
 - h. atlases
 - i. circulation desk
 - j. vertical file
 - k. others pertinent to library operation
4. Students will check out library materials correctly.

READING

1. Students will understand that reading is a valid choice to fill leisure time.
2. Students will understand that reading, either fiction or non-fiction, can provide insight into personal problems and enhance self-growth.

3. Students will recognize, locate, use and indicate a preference for particular types of literature, such as:

- a. biography/autobiography
- b. true narrative
- c. historical fiction
- d. science fiction/fantasy
- e. mystery
- f. realistic fiction
- g. adventure

4. Students will view libraries as a source for personal reading and information.

RESEARCH

1. Students will understand and use informational sources in a library:

- A. Students will understand three types of card catalog cards and utilize this information to locate appropriate materials.
- B. Students will use the Reader's Guide to locate actual magazine articles and retrieve specific information from them.
- C. Students will understand organization and content of, and be able to use, a wide variety of reference books.
- D. Students will use and evaluate biography and general sources to find information on a subject, then present the information in speech or paragraph form.
- E. Students will compare and contrast Reader's Guide to data bases and card catalogs as information sources.

2.+ Students will understand the process and advantages/disadvantages of on-line searching.

3.+ Students will complete a simple on-line search.

4. Students will narrow/broaden a topic to formulate a thesis (topic) statement.
 5. Students will develop questions to guide their research.
 6. Students will select proper key words in a question or on a topic.
 7. Students will evaluate a variety of sources and select the most appropriate for their needs.
 8. Students will evaluate any and all sources for relevancy, accuracy, currentness, authoritativeness and fact vs. opinion.
 9. Students will paraphrase information from sources.
 10. Students will take effective notes from a variety of sources.
 11. Students will draw conclusions from information to solve problems, make predictions or answer questions.
 12. Students will synthesize information to create a final product.
 13. Students will understand the advantages/disadvantages of using such facilities as:
 - a. school library
 - b. public library
 - c. university library
 - d. other community resources
- for researching a specific class assignment.
14. Students will prepare a bibliography using standard format.
 15. Students will understand the concept of copyright and plagiarism and demonstrate respect for ownership.
 - 16.* Students will use necessary AV production skills, such as opaque projector, video camera, visual maker.

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17.* Students will select proper production formats to complete their assignments.

* designates a skill that may be taught to individual students, groups or classes only.

SENIOR HIGH SCHOOL OBJECTIVES (GRADES 10-12)

After instruction/demonstration by classroom teacher and/or the media specialist, and as measured by observation/demonstration:

ORIENTATION

1. Students will identify and demonstrate behaviors which insure that library facilities and materials will be used effectively by all.
2. Students will use correct pass procedure.
3. Students will identify, locate and use to answer a question the following areas of the John W. Chi Library:
 - a. fiction
 - b. non-fiction
 - c. reference
 - d. story collection
 - e. paperbacks
 - f. card catalog
 - g. circulation desk
 - h. book return
 - i. conference room
 - j. career collection
 - k. AV preview
 - l. AV circulation/storage
 - m. workroom
 - n. office
 - o. magazines and newspapers
 - p. record collection
 - q. atlas stand
 - r. dictionary stand
 - s. vertical files
 - t. emergency exit
4. Students will check out library materials correctly.

READING

1. Students will understand that reading is a valid choice to fill leisure time.
2. Students will understand that reading, either fiction or non-fiction, can provide insight into personal problems and enhance self-growth.
3. Students will recognize, locate, use and indicate a preference for particular types of literature, such as:
 - a. gothic novels
 - b. suspense fiction
 - c. satire
 - d. death literature
4. Students will view libraries as a source for personal reading and information.

RESEARCH

1. Students will be able to select proper key words in a question or on a topic.
2. Students will understand and use informational sources in a library:
 - A. Students will use the card catalog to select, compare and evaluate books to fulfill a specific class assignment.
 - B. Students will use Reader's Guide to select, compare and evaluate periodical articles to fulfill a specific class assignment.
 - C. Students will use Text on Microform to select, compare and evaluate periodical articles to fulfill a specific class assignment.
 - D. Students will select, compare and evaluate articles from Social Issues Resource Series to fulfill a specific class assignment.

- E. Students will answer specific questions by selecting among specialized reference works such as:
 - 1. McGraw-Hill Encyclopedia of Science and Technology
 - 2. Masterplots
 - 3. Encyclopedia of Mental Health
 - F. Students will select, compare and evaluate reference works for use in fulfilling a specific class assignment.
 - G.* Students will understand the process, advantages and disadvantages of on-line searching.
 - H.* Students will be able to use Boolean logic to write a search strategy for a particular topic.
 - I.* Students will be able to choose from among a variety of data bases to select the one(s) that will best fulfill their needs.
 - J.* Students will complete an on-line search.
- 3.** Students will narrow/broaden a topic to formulate a thesis (topic) statement.
4. Students will develop questions to guide their research.
5. Students will understand the advantages and disadvantages of using such facilities as:
- a. school library
 - b. public library
 - c. university library
 - d. other community resources
- for researching a specific class assignment.
6. Students will be able to choose the best source(s) for a specific class assignment from among such sources as:
- a. reference books

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- b. periodical articles
 - c. books
 - d. interviews
 - e. AV materials
 - f. data bases
7. Students will evaluate any and all sources used for:
- a. relevancy
 - b. accuracy
 - c. authoritativeness
 - d. currentness
 - e. freedom from bias
 - f. fact vs. opinion
8. Students will paraphrase information from sources.
9. Students will take effective notes from a variety of sources.
10. Students will draw conclusions from information to solve problems, make predictions or answer questions.
11. Students will synthesize information to create a final product.
12. Students will write footnotes and bibliography using standard format.

MEDIA

- 1.* Students will use necessary production skills, such as using opaque projector or video camera.
- 2.* Students will select proper production formats to complete their assignments.
- 3.* Students will understand the concepts of copyright and plagiarism and demonstrate respect for ownership.

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*designates a skill that may be taught to individual students, groups or classes only.

**In some research projects, especially those that are scientific in nature, the order of research should be altered with the thesis statement formed prior to searching for materials.

V. IMPLEMENTATION PLAN

INTEGRATION STRATEGY

RESEARCH RELATED OBJECTIVES

The Task Force decided that the best method for integrating the skills into as many curriculum areas as possible would be to operate in conjunction with the curriculum cycle. Subject areas would be targeted as they entered the planning phase of the cycle. Library/Media professionals would attend the department meetings and recruit members to work on identifying the Information Skills and method of instruction best suited for integrating the skills into that curriculum. These skills and instructional units would actually be written into that department's curriculum.

Although selected subjects would be targeted each year, any department or instructor wishing to create or revise an instructional unit incorporating the new Information Skills curriculum would be assisted and encouraged in that effort.

READING RELATED OBJECTIVES

Planning for this phase was not entirely completed but some preliminary plans were outlined. At the Middle School level, the Library/Media professional would attend unit meetings regularly to coordinate reading activities, keeping apprised of teacher needs and assignments. Regularly scheduled reading class library visits, already in place, would continue but would allow for flexibility to accommodate needs of other departments. At the Junior High, the Battle of the Books program would be piloted. Senior High students would be encouraged to enroll in Independent Reading for Excellence, a course designed to encourage quality reading.

AWARENESS

In keeping with the requirements of the curriculum process and to encourage effective implementation of the Information Skills curriculum, plans were made to increase awareness of the curriculum among various groups.

BUILDING LEVEL

The professional teaching staff of each of the three buildings was present at building sessions designed to illustrate the Information Skills curriculum, the method for integrating it and the value of the curriculum for the individual classroom teacher. These sessions were held early in the school year. Faculty members had the opportunity to participate actively with activities designed to make them aware of the flood of information and the ways in which the ability to obtain and use information effectively is important to each individual. These sessions were designed with the needs of each building's faculty in mind.

Building awareness would also be promoted during the department meetings attended by Library/Media professionals to plan for implementation.

DISTRICT LEVEL

Enhancing awareness of the Information Skills curriculum at the district level was to be accomplished by the scheduling of a "mini-conference" to be held for the entire district during one of the regularly scheduled in-service days. During this conference, teachers would have an opportunity to attend three sessions of their choice. Each session would be approximately one hour in length. Topics of the sessions would include:

- writing across the curriculum
- using film and video effectively
- copyright concerns
- where to go to find what

- fiction for adult readers
- services of the local REMC
- using telecommunications

Sessions would be conducted both by staff professionals and guest speakers. Each session would be videotaped and kept so that teachers could see any of the sessions that they did not have the opportunity to attend.

PUBLIC AND PROFESSIONAL LEVEL

Plans were made to present the results of the work of the Information Skills Task Force at the annual MAME Conference in the fall of 1988. In addition, this monograph was written detailing these results. Additionally, this information would be shared with public libraries and with members of the local REMC.

Public awareness would be accomplished by publishing items in the various district and building newsletters.

SPECIAL EDUCATION

A representative from the Information Skills Task Force would attend a district Special Education meeting to share Information Skills objectives, discuss possible integration with the Special Education curriculum and receive suggestions as to the needs of Special Education students and materials to add to the collection.

GRADES K-5

A Library/Media Professional would attend a combined unit meeting at each elementary building to inform principals and teachers of current research. Further plans for developing a K-5 Information Skills curriculum would be formulated as a result of these discussions.

VI. RESOURCE RECOMMENDATIONS

HUMAN AND FINANCIAL RESOURCES

Recommendations for human and financial resources included the following:

Released time for staff members (Library/Media professionals and classroom teachers) to develop lessons. The amount of time needed would vary from building to building and subject area to subject area.

Additional funding from the Curriculum office to update or add materials or equipment to Library/Media collections in connection with specific subject area assignments. These would include reference books, computer software, AV materials or books specific to a subject area in addition to the current book and non-print expenditures at the building level.

Pay for substitute teachers plus registration fee to allow one or two staff members per building to attend the annual Michigan Association for Media in Education (MAME) conference.

A full-time K-5 Library/Media professional to develop and implement an elementary Information Skills program.

Funds for inservice honorarium and supplies.

Investigation of the possible installation of security systems at 6-12 libraries as a means of maintaining an adequate research collection.

Installation and maintenance of a 24-hour/day dedicated phone line at the Senior High School Library for use of telefacsimile.

SUGGESTIONS FOR FUNDING

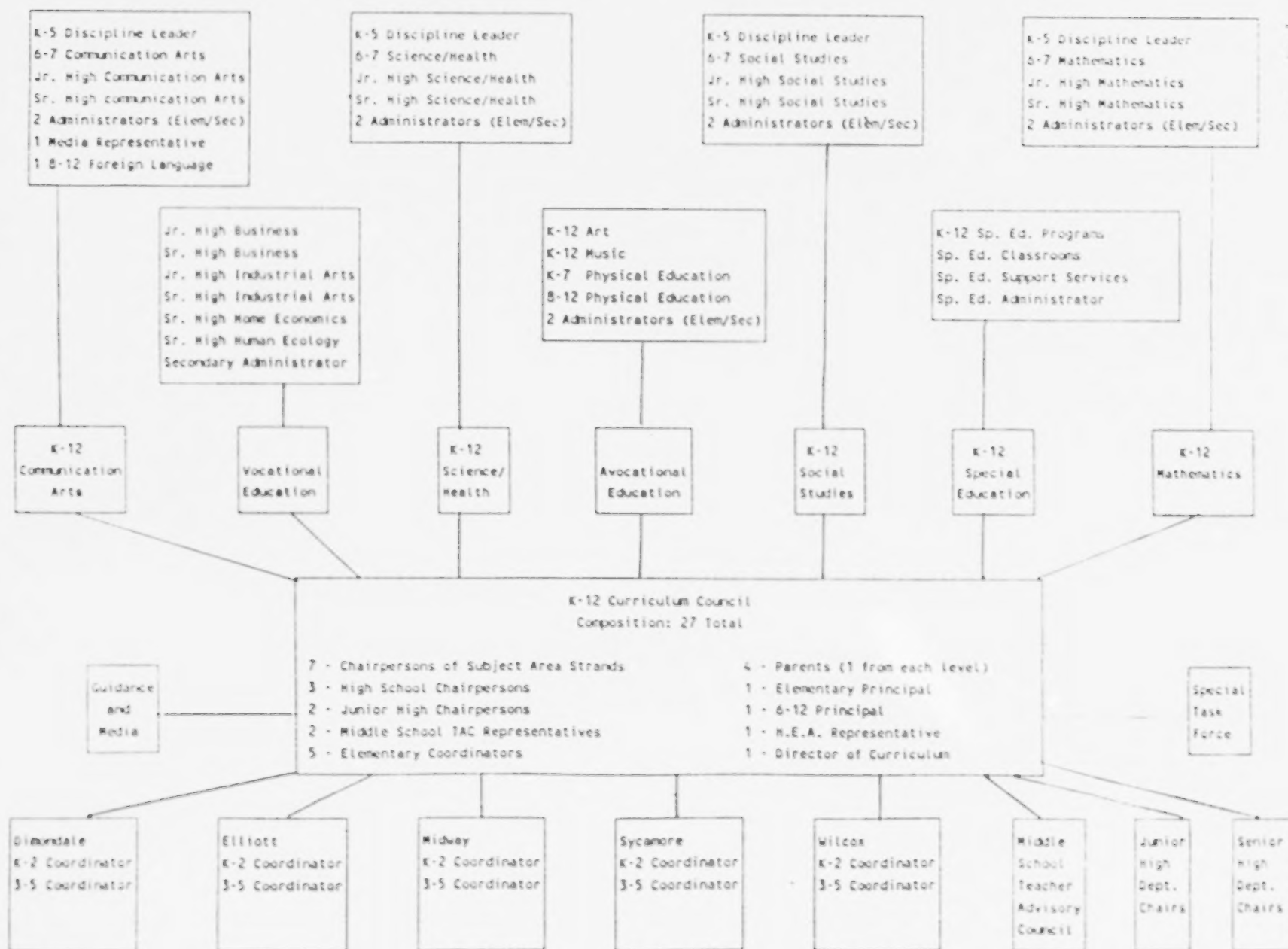
We recommend that the district become more active in grant searching and appoint a designated person with expertise in this area.

We recommend that the district explore its Alliance for Business as an avenue for additional funding and provide information to businesses and individuals as to the tax advantages, etc., of contributions to public education.

VII. EVALUATION

Information Skills objectives will be integrated into subject area curriculum guides as those guides are updated.

Building level Library/Media professionals will establish a notebook with one objective per page. Space will be provided on each page to record subject areas and grade levels where each objective has been incorporated, as well as any lessons which have been written.



HOLT PUBLIC SCHOOLS
CURRICULUM REVIEW CYCLE

Subject	88-89	89-90	90-91	91-92	92-93	93-94
MATHEMATICS	Implementation	Research	Review	Plan	-----Implementation---	
FINE ARTS	Implementation	Research	Review	Plan	-----Implementation---	
PHYSICAL ED.	Plan	-----Implementation-----			Research	Review
FOREIGN LANGUAGE	Implementation	Research	Review	Plan	-----Implementation---	
SOCIAL STUDIES	-----Implementation-----			Research	Review	Plan
COMMUNICATION ARTS						
English	Review	Plan	-----Implementation-----			Research
Reading	-----Implementation-----			Research	Review	Plan
SCIENCE	Implementation-----		Research	Review	Plan	Implementation
HEALTH	Implementation-----		Research	Review	Plan	Implementation
BUSINESS ED.	Research	Review	Plan	-----Implementation-----		
HOME ECONOMICS	Review	Plan	-----Implementation-----			Research
INDUSTRIAL ARTS	Plan	-----Implementation-----			Research	Review
DRIVER EDUCATION	Plan	-----Implementation-----			Research	Review
CONSUMERS ED.	Implementation-----		Research	Review	Plan	Implementation
MEDIA/LIBRARY	-----Implementation-----			Research	Review	Plan
COUNSELING/GUIDANCE	Review	Plan	-----Implementation-----			Research
SPECIAL EDUCATION	Research	Review	Plan	-----Implementation-----		

NOTE: Stages in the Curriculum Cycle

- . Review - Formal assessment and evaluation of current program, report to curriculum council
- . Plan - Development of actions to address program recommendations and schedule for implementation, report to Curriculum council
- . Implementation - Implementation of program changes
- . Research - Review of current research

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